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CIDA CUSO IDRC WUSC

The Canadian International Development Agency, with an annual budget of nearly a billion dollars, is the federal government's king-sized "hand across the water." CIDA funds bilateral programs with developing countries, makes contributions to multilateral agencies such as the World Bank and other UN agencies, and helps non-governmental organizations such as CUSO. It is the bilateral programs that the University participates in. There have been a few projects engaging groups of faculty members here: the Kenyan project in the Faculty of Business Administration and Commerce, the Tanzanian project and the early stages of the Thailand project, both in the Faculty of Education. As well, many faculty members have consulted as individual specialists for CIDA abroad. CIDA is the object of a variety of assessments: as government development organizations go, it is thought quite well of; on the other hand, it is often criticized for its bureaucracy and its half-measure approach. Everyone has a CIDA story: a Caribbean country asks for something to spray crops with; CIDA thinks it wants some of the large machines used in Canadian orchards; it really wants some gunny sacks with spray attachments. CIDA ships some metal storage bins to a tropical African village where they quickly prove useless in the blazing sun. Sometimes CIDA's hand seems incapable of reaching across Canada or to the Third World; or, at any rate, the need to ask for practical advice sometimes seems beyond CIDA's grasp.

The Canadian University Service Overseas began in 1961 to send tradespeople and professionals to developing nations as stopgaps until local people could be trained for the positions. CUSO used to send many teachers abroad, but, as requests from developing countries have since become more specific and less academically oriented, the number of teaching posts has become smaller. CUSO is now concentrating on assisting small projects (the average cost is \$15,000 to \$20,000) initiated by local governments, non-governmental organizations, or CUSO volunteers "in the field." CUSO is not a big agency like CIDA; projects and volunteers must be financed from a variety of sources, including individual donations. CUSO volunteers, whatever their professional status, receive local pay, unlike CIDA professionals, who may receive Canadian pay or better. The CUSO Office here is small—essentially two people, the Chairman of the University's CUSO committee and an assistant. Nevertheless, it is an active office, placing 10 percent of all university volunteers in the country. Besides placing volunteers, it participates in development education here. For example, CUSO recently sponsored, with the African National Congress, a Canadian tour by two South African women who spoke on apartheid and recounted their own experience as members of the black resistance. The local CUSO Office arranged lectures in Edmonton and on campus. CUSO boasts some charming success stories: one graduate taught in Nigeria before the Biafran War; there he met his future wife, a volunteer for a British agency. Returning to Edmonton he earned an MD, then he and his family worked for CUSO again, in the Caribbean. He is now studying tropical medicine in London on a CIDA scholarship.

The International Development Research Centre is a Canadian public corporation with a strongly international structure, created in 1970 as an instrument for closing the "science and technology gap" between developing and developed nations. It operates on one-fifth CIDA's budget to assist research in four areas: information science, population and health sciences, social sciences and human resources, and agriculture, food, and nutrition sciences. One of the Centre's aims is "to help developing regions build up their own research capabilities and the innovative skills needed to solve their problems." The IDRC is attempting to be a truly international organization: besides its formal structure, which is quite decentralized, and its professional staff, which includes citizens of a dozen nations, and its Board of Governors, barely half of whom are Canadian, its granting practice promotes research that will have wide application over a range of regions, and its funds are not "tied," so that it can employ the best professionals available regardless of their place of origin. The agriculture, food, and nutrition division of IDRC has a small office at this University through which faculty members have acted as consultants to projects and have contributed to research, particularly on "post-harvest systems." Two people here have studied post-harvest systems in Africa and Southeast Asia; both have also worked on a comprehensive project, the Maiduguri Mill Project in Nigeria, incorporating this pioneer concept.

The World University Service of Canada is part of the international World University Service, founded in 1920 to help reconstruct European universities after the war. Emphasizing self-help and utilizing post-secondary personnel and technical and financial resources WUSC assists development projects (for example literacy, continuing education, and scholarship programs, agriculture and community improvement projects) in developing communities around the world, including Canada. WUSC is also becoming increasingly committed to development education in countries like Canada. On Canadian campuses WUSC sponsors "Caravan," an annual sale of handcrafts from developing communities, workshops on development problems, films, and speakers as part of its development education program. In addition, WUSC sponsors annual study programs of developing regions and countries for students and faculty; this year about twenty Canadians will go to China for three weeks. Next year, it plans to begin a project in aid of academics in prisons, in cooperation with Amnesty International. On this campus in the past academic year WUSC has sponsored Caravan, Guyana night, the Jamaican film *The Harder They Come*, and guest speaker Robert Moore, Guyana's High Commissioner to Canada, discussing global economic imbalance. WUSC here is very small indeed but enthusiastic and remarkably active.

new trail

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New Trail is the University of Alberta magazine. Its purpose is not only to maintain contact with the alumni, staff, and friends of the University, but to foster their interest in and concern about the University and higher education generally. To this end, it publishes news about the University and its alumni and topical articles about various facets of University life, higher education, and a vast range of matters which emerge from the thought and work of University staff.

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Nellie McClung

Elizabeth Fry

by Patricia G. Skidmore

It is a professional secret among a growing number of historians that even before Kate Millet and Judy La Marsh, women really did exist; they had ideas and made contributions of an indelible, significant kind—best of all, of a *researchable* kind. So, historians who were “in on” this secret got busy. They looked into political history and industrial history, into primitive societies and domestic situations, into the law and into the mores of our ancestors, and everywhere they discovered women!

The men moved over a bit and were joined by some fascinating females: Abraham Lincoln moved over to allow Anna Ella Carroll to sit in on his ‘Kitchen Cabinet’ meetings and help his generals with the Tennessee Campaign; the Group of Seven were joined by a kindred spirit in Emily Carr; early Jesuit missionaries admitted they had in their midst the amazing Marie de l’Incarnation; philosopher-politician John Stuart Mill acknowledged his intellectual indebtedness to Harriet Taylor, and so on.

On a larger plane, though, it is aspects of women collectively considered that change one’s perceptions of the reality of the past. The roles women played, the attitudes about them, and the ideas they held about themselves and their roles—this is the stuff of which fresh appraisals of past realities are made.

After historical investigation, armed with clarified descriptions and analyses of the past, one can venture timidly into the arena of present realities. And one may well discover that a deep and careful assessment of women in history does, indeed, result in changing perceptions of reality.

There are at least four ways in which a knowledge of truths about women in history changes perceptions of today’s reality. We can view the operation and effect of what psychologists call “set” and notice how preconceptions affected perceptions. Second, we can employ historical data to “undefine” women or “women’s sphere.” Third, we can let the ironies of the past alert us to present pitfalls. And finally, history provides its disciples with a wonderful array of possibilities, of options and inspirations.

All this must be undertaken, though, with caution, with an intense respect for whatever turns out to be factual, and with a large sense of humility. Let me turn aside briefly for an illustration of what occurs when people become high-handed with history. In

a recent study called *Sex and Society*, Robert Briffault starts with the pre primitive societies. He goes on to conclude that until mankind overthrew this conclusion gives to the primitive societies. Robert Briffault. In 1927 in *The Matriarchate* he wrote long volumes that matriarchy was a savage so that progress toward feminism have used his history. The workaday historian asks, “matriarchy?” Our best answer is “On present evidence we are not sure of a matriarchy idea] like the Greek Amazons,” says E. Badian in *The Matriarchate*.

And a more important point is that not speculate on shaky ground. Others use historical bits and honest historian soon admits that our own world as her earnest student of modern mind simply makes assumptions, *non sequiturs*.

Let us see if we can make women in history to change earlier that the past supplies become hobbled by its own assumptions. Have always been a dime a dozen invisible to holders of those assumptions.

Auguste Comte, the French philosopher, decided that biology held the key to rationality—their brains were rational capacity was less. The of the nineteenth-century la would drive a female insane leads us to conclude about the elephants, there is a lesson. If females are incapable of high them in voice, piano, embrace. Lo and behold, thus educate. What people expected to find. In been expecting to find.

Women's History



Elizabeth Fry

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a recent study called *Sex and Power in History*, Amaury de
Riencourt starts with the premise that universal matriarchy typified
primitive societies. He goes on to claim that progress did not occur
until mankind overthrew this matriarchial structure. What a shock
this conclusion gives to the group that follows an earlier historian,
Robert Briffault. In 1927 in *The Mothers*, Briffault insisted for three
long volumes that matriarchies were the key factor in civilizing the
savage so that progress toward modernity could commence;
feminists have used his historical arguments to justify their claims.
The workaday historian asks simply, "Was there primitive
matriarchy?" Our best answer to date is that it may be pure myth:
"On present evidence we are entitled to treat [this universal
matriarchy idea] like the Greek belief in the existence of
Amazons," says E. Badian in the *New York Review* in October 1975.

And a more important point is this: the responsible historian will
not speculate on shaky grounds and will become very sad when
others use historical bits and pieces to support a pet theory. The
honest historian soon admits she's as likely to be wrong about her
own world as her earnest subjects of study were about theirs. The
modern mind simply makes modern kinds of fallacious
assumptions, *non sequiturs*, and self-justifying analyses.

Let us see if we can make careful use of some truths about
women in history to change our perceptions of reality. I suggested
earlier that the past supplies us with lessons in how society can
become hobbled by its own expectations. Definitions of women
have always been a dime a dozen, and errors visible to us were
invisible to holders of those definitions.

Auguste Comte, the French social philosopher of the 1830s,
decided that biology held the key to questions about women's
rationality—their brains were smaller than men's and so their
rational capacity was less. This is a rather more "scientific" version
of the nineteenth-century laymen's fears that trying to learn Latin
would drive a female insane. Aside from what Comte's premise
leads us to conclude about the relative wisdom of men and
elephants, there is a lesson here. Deciding ahead of time that
females are incapable of highly honed rationality led to educating
them in voice, piano, embroidery, and highly honed mannerisms.
Lo and behold, thus educated they were highly irrational creatures.
What people expected to find led them to create what they had
been expecting to find.

There are countless other examples of misperception of reality
resulting from faulty preconceptions. Nellie McClung, Canadian
womanhood's Stephen Leacock, "knew" women were morally
superior to men, and defining them that way led her to believe that
enfranchising women raised the moral tone of society:

... when moral matters are being decided women have not
shown any lack of interest. As a result of the first vote cast by the
women of Illinois over 1,000 saloons went out of business. . . .
When Christian women ask to vote, it is in the hope that they may
be able with their ballots to protect the weak and innocent and
make the world a safer place for the young feet.

In Times Like These

We know now that women don't automatically vote "dry" because
of their sex and that some of them are as capable of voting to
protect their pocketbook as to protect the weak. If Nellie McClung
could have changed her convictions about the moral nature of
women, she would have perceived us more as we are—morally
variegated rather than pure white.

Expectations had other unfortunate results, besides leading
analysts astray and confining girls' education to needle, thread, and
paint brush. One of the important abolition crusaders very nearly
"stayed home" because she accepted her culture's definition of
woman's place. After years of successful public speaking against
slavery, Sarah Grimke said: "How little, how very little I supposed,
when I used so often to say, 'I wish I were a man,' that I could go
forth and lecture, that I ever would do such a thing. The idea never
crossed my mind that as a woman such work could possibly be
assigned to me." The idea never crossed her mind because the
definition of women prevalent in the 1830s excluded public
speaking.

That moves us on to the matter of definitions *per se*. History is
generous here, and lets us watch while definitions of "the female"
are devastated one by one. We can go back to 1864 and listen as
John Ruskin speaks in Manchester, England, "Of Queen's
Gardens." He explains that males and females are by nature
different: "They are in nothing alike." Well, we are rather more
ready today to say that they differ in reproductive characteristics
and average morphological structure, but that they show very
similar needs and suffer from very similar fears.

We can go back to 1873 and read Dr. Edward Clarke's *Sex in*

Education. This famous Harvard gynaecologist was certain that females were basically reproduction machines, and their energies must be conserved for this purpose alone—concentrated study, examinations, and competition would prove to be a disaster for females. Clarke predicted that if the new higher education for women continued and grew, American females would so often be “permanently disabled” that wives would have to be imported in another fifty years! Enough evidence is before us now to realize a woman can safely be defined and treated as more than a biological resource requiring careful management.

Yet as late as 1915, a Canadian was making some formidable fences around women by defining their sphere clearly:

There is nothing to prevent a woman from managing a bank, or organizing a company, or running a department store . . . except the simple fact that she can't. . . . The ordinary woman can not do the ordinary man's work. She lacks the physical strength for laying bricks or digging coal. If put to work on a steel beam a hundred feet above the ground, she would fall off. For the pursuit of business her head is all wrong.

And “in point of morals the average woman is . . . too crooked,” concludes Stephen Leacock (“The Woman Question” [1915] in *Social Criticism of Stephen Leacock*).

Well, we have learned to be a little more cautious with our definitions, and it is watching historical developments that has taught us. The activities of women in wartime alone do the trick. Rosie the Riveter would have made short work of Ruskin and Leacock and their definitions. In fact, research on women in history over the past forty years has “undefined” women. We are not able to say what she is not, *ipso facto*, simply by virtue of being female. (1) She is not pacifistic—witness the rabid jingoism of World War I homefront females. (2) She is not devastated by physical labor—witness the hundreds of thousands of women “manning” the factories of the industrial revolution. (3) She is not incapable of rational analysis or professional competence—by 1890, American urban teachers were females nine times out of ten. (4) She is not noticeably more virtuous than men—all that suffrage after 1918, and all this wickedness still! (5) She is not content to stay at home—figures show the female percentage of the total labor force has risen steadily since the early nineteenth century, with occasional dips.

We listen to historical research findings and we grow very cautious about defining women. This caution has several advantages: not only are we less likely to look silly to future historians, but we are also less likely to be led astray in our perceptions of reality when we do not “know” what we'll see before we take a look.

This is not to say we are now wise. But history can help us here in a third, and related, way. So many times women in the past have tried to ride the clouds. We can see the irony in their sudden descents to earth, and these episodes ought to alert us to the weaknesses in our own prescriptions. Today's optimists claim what we need is equal pay for equal work and remedial legislation. Yesterday's optimists claimed what they needed was an education, or a job, or the vote. But historians conclude—with other thinking people—that needs are infinite.

In 1920, English feminists were delighted with the passage of the Sex Disqualification Removal Act which made it illegal to exclude women from law or jury duty or professional societies. The recent ferment over the “new” insistence on sex equality in England suggests that feminists in 1920 rejoiced prematurely. Watching history's people achieve their goals only to discover new obstacles

between them and Utopia leads to a fine sense of irony and a healthy respect for how complex socio-political arrangements really are.

Historians of women, like other historical specialists, have a vigorous interest in the details of reality. We react with a gasp when one among us proposes to redeem the world by capitalizing on “the serene moral and ethical understanding of a new women.” This proposal, it pains me to admit, comes from an Associate Professor of History in Halifax. It sounds so like Nellie McClung or the ladies of the 1830 New York Moral Reform Society, and it doesn't ring true any longer. If we insist on grinding an axe, we may be blinded by the sparks from the grinder's wheel. Historical evidence insists we see women as we see humanity—a conglomerate containing all the vices and virtues peculiar to our species.

We have noticed the first three ways in which historical truths about women alter perceptions of reality. We have seen “set” expectations lead toward self-fulfilling prophecies and lead away from reality. We have noticed that defining womanhood can be very risky for those who are unfamiliar with womanhood's past. And we have been alerted that the role and status of women has been a question for so long we are not likely to find the perfect answers. A knowledge of women in history, however, can provide us with much in a positive sense.

Our perception of what a woman, or women, can contribute expands when we survey social history. Clara Schumann composed nineteenth-century classical music that ranks among the greatest. Some of William Lloyd Garrison's best journalists writing for *The Liberator* one hundred and thirty years ago were women abolitionists. Angelica Kauffman painted so well in the 1770s that she was among the six founders of the Royal Academy of Art and was Joshua Reynolds's equal. The first and perhaps best North American social work settlement houses were started and steered by Jane Addams of Hull House in Chicago and Lillian Wald of Henry St. House in New York City. The Inspector-General of British troops in Canada in 1858 was Dr. Barry, a woman whose disguise was discovered only after her death. Some of the medieval church's most gifted scholars were abbesses, and it was Quaker women who sponsored so many needed social reforms, from Elizabeth Fry's work with prison conditions to Lucretia Mott's founding of the Female Anti-Slavery Society.

Canada has had more than her share of admirable women, too: stubborn Emily Murphy who finally, in 1929, wrung from England's Privy Council Law Lords the admission that in the British North America Act, women were “persons” too. And Cora Hind, whose grain yield predictions made a difference in the West and all over the world. We see women collectively “making a difference” when we witness the pioneer wives, the early women doctors, the thousands of nurses in the Crimean, Civil, and Boer Wars, the temperance crusaders, and the countless efficient civil servants, office women, and retail workers who have perpetuated prosperity in their own ways.

Still, we must proceed with caution. There are endless complications in trying to apply the past to the present. How relevant is a given episode to a present crisis? How repeatable is experience? How constant is “human nature”? How useful is logic in human affairs? In a study of the “Fears and fantasies of the anti-suffragists,” one historian suggested that the forces prompting nineteenth- and early twentieth-century resistance to votes for women—a fear that votes would lead to changes in customary role

relationships and in the centrality of the family—are the very forces which still underlie the resistance to 1970s feminism. Is that so? Can one compare attitudes and reasoning of the 1880s with attitudes and reasoning of a hundred years later? We all wrestle with these metaphysical problems in the wee hours of the morning, and occasionally someone points out how we've been leaping to conclusions: Ann Wood's "Fashionable diseases of the nineteenth century woman" suggested, with impressive documentation, that male doctors were unrelenting chauvinists in the way they viewed and treated female complaints; but a follow-up article pointed out the "Perils in feminist history" by demonstrating that what Wood called male chauvinism should really be seen as objective, logical treatment in the light of medical information then available.

I would suggest that history is no predictor, nor can it prescribe remedies for today's aches and pains; you have to be a little simple-minded to insist that "history teaches us" such and such.

A knowledge of the past is a fund. We draw upon it to formulate judgments of the worthy and the unworthy, the possible and the impossible. And as our store of information about women in history increases, our perceptions of the possible alter, and our expectations shift. And we are more cautious about asserting claims to infallibility for any one viewpoint on the Woman Question. History is a fascinating travelling companion, and if we respect integrity and don't make impossible demands, the historical study of women, as of anything else, rewards us by cleaning our windshield regularly so that we can look backward and ahead with heightened perception as we travel along.

Suggestions for further study

If, as I hope, you are curious about women in history and intend to look into the field and share it, then allow me to pass on to you a list of scholarly books and the following guidelines (in the form of the Eight Commandments) for people engaged in this discipline of women in history.

1. Thou shalt have no other gods before factual description and objective analysis
2. Thou shalt not commit idolatry (by worshipping "truth" from either Helen Reddy or Norman Mailer)
3. Thou shalt not covet the political historians' approach—studying women usually means studying social history instead of politics
4. Thou shalt not kill unflattering facts about women in history
5. Thou shalt not make unto thyself a graven image of how it was before thou researcheth
6. Thou shalt honor thy primary sources and thy scholarly techniques
7. Remember objectivity, and keep it holy
8. Thou shalt not take the name of "men" in vain—remember they've had it rough, too

It goes without saying that the following list is not exhaustive; rather, it is a list of what one might want to acquire to begin work on Canadian women's history.

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Veronica Strong-Boag, "Cousin Cinderella," in Marylee Stephenson (ed.), *Women in Canada*. Toronto: New Press, 1973. This guide to historical literature about Canadian women is very useful.



History:

Catherine Cleverdon. *The Woman Suffrage Movement in Canada*.

Toronto: University of Toronto Press, 1950, 1974. This step by step account of the effort to win the vote in the provinces and on the federal level makes good serious reading.

The Corrective Collective. *Never Done*. Toronto: Canadian Women's Educational Press, 1974. The research and accuracy command high respect, but the format limits the appeal of this volume on women's work in Canada to the younger set.

William Healy. *Women of Red River*. Winnipeg: Women's Canadian Club, 1923, 1970. Full of lively and lovely tales of pioneer women.

Mary Innis (ed.). *The Clear Spirit*. Toronto: University of Toronto Press, 1966. Written for pleasure reading, these essays of varying quality describe twenty Canadian women.

Jean Johnston. *Wilderness Women*. Toronto: Peter Martin Associates, 1973. Tales of very early women settlers in Canada, joining fur traders and doing mission or teaching work.

Margaret Wade Labarge. *The Cultural Tradition and Political History of Women in Canada*. Ottawa: Information Canada, 1971. Part 8 of the Royal Commission on the Status of Women in Canada, this carefully researched short, thorough essay lays the foundation for detailed study.

Women at Work: Ontario 1850-1930. Toronto: Canadian Women's Education Press, 1974. A very well researched collection of original essays on Ontario's working women of the past; the high level of scholarship permits the historian to use the book in spite of its feminist bias.

Women Studies Abstracts. Rush Publishing Co., PO Box 1, Rush, New York. This two-year-old quarterly summarizes the content of women-centered articles in many current journals and is especially comprehensive for US and Canadian historical journals.

Eve Zaremba (ed.). *Privilege of Sex*. Toronto: Anansi, 1974. This anthology includes important primary writings by the pioneer Strickland Sisters, M.P. Agnes MacPhail, and six others who illuminate how it was to be a female in their respective eras.

Patricia Skidmore, an Assistant Professor of History at Brescia College in London, Ontario, graduated from this University in 1971 with a PhD in History. At Brescia College, Canada's only women's college, she teaches courses in European, Canadian, and American history as well as a course on women's history.



Foreign Students:

An analysis of the fee differential system

by David Chester, New Trail Staff

Effective September 1977, a fee differential system will be imposed upon visiting international students at the University of Alberta, the Universities of Calgary and Lethbridge, and all post-secondary educational institutions in Alberta. This University will ask each international student to pay an additional three hundred dollars per year to study here.

The Minister of Advanced Education and Manpower, A. E. Hohol, as early as April 1976, had asked that the University's Board of Governors implement an increase before the fall of 1977. Board members turned down his proposal twice. However, at its meeting of 7 May 1977, the Board reversed this decision and agreed to meet the demands of Dr. Hohol. The rationale for this decision is best found in a letter addressed to the Minister by A.E. Geddes, Chairman of the Board. It reads in part:

You have stated that it is the collective will of the Government that tuition fees for foreign visa students must be increased and our failure to do so brings us into direct conflict with the Government.

You have also told us that the establishment by you of a Committee to examine the entire question of student fees will not proceed until the current issue is resolved. We believe that the important issues of the cost of higher education and the assignment of this cost to students, both domestic and foreign, and to the taxpayers of Canada is of over-riding importance and must be addressed quickly. Any further delay in having our position in this matter considered by your representative Committee can only be to the long term detriment of foreign students. Our Board continues to believe this proposal for a fee increase to be wrong and not in the best interests of the University nor, in the long run, the general public, and we hope you will reconsider this proposal. Equally, however, I am convinced that the interests of the University are suffering and that more substantive matters are not being considered because of this impasse.

The decision of the Board must have been a difficult one to make; it is worth our while to step back and examine not only the implications of fee differentials for this University but the implications on a national and international scale. It is most expedient first to examine the statistics regarding foreign students in Canada.

In a document entitled *The Foreign Student Issue in 1976-77* prepared for the Canadian Bureau for International Education (C.B.I.E.) the following statistics were offered:

1. It is estimated that almost 20 percent of the highly qualified manpower in Canada obtained their university degree abroad; at the doctoral level, this percentage is close to 60 percent.
2. The number of Canadians studying abroad declined from nearly 16,000 during the sixties, to around 10,000 by the mid-seventies. About 75 percent of them are in the United States, a large

proportion at the graduate level. The number in British universities has remained constant—about 1,000 each year; and the number of Canadian students in France has increased to about the same level.

3. There was marked growth in the number of foreign students admitted to Canada, rising from 30,000 to 51,000 between 1973 and 1975, and approaching 56,000 in 1976. However, between 1975 and 1976, the number of secondary and post-secondary non-university students declined, whereas those attending university grew from 24,000 to 29,500.

4. As a percentage of total full- and part-time university enrolment, the number of foreign students went from 3.0 percent in 1973-74 to an estimated 5.3 percent in 1976-77, with considerable variation by province and university.

5. The origin of foreign students in Canadian educational institutions has changed during the four years between 1973 and 1976. For example, in 1973, 30 percent were from the United States; in 1976, this percentage declined to 17 percent. The number of Hong Kong students increased from 6,000 to 17,000, and those from the 29 least-developed countries, from 1,500 to about 2,500.

6. During academic year 1975-76 an estimated 5.0 percent of all full-time undergraduates were foreign; at the graduate level, the percentage was 16 percent, with substantial variation by field of study and by province.

7. Fewer than 10 percent of foreign students were sponsored by the Canadian government.

These statistical highlights offer several conclusions. Firstly, a great majority of Canada's post-graduate students have studied abroad but this number has steadily declined in the seventies. Second, although there was a marked growth in the number of foreign students admitted to Canada in the seventies, the ratio of non-Canadian to Canadian students is very small. Third, contrary to popular belief, the number of foreign students sponsored by the Canadian government, and hence the Canadian taxpayer, is also very small.

Each of these statistics should be examined separately, and each studied with a view toward the practicability of a fee differential system. Regarding the decline of the number of Canadian students studying abroad, it is important to consider the fact that over the next few years this situation will most likely change. And that is because more than one country have considered that both the fee differential system and a quota system for foreign students are not only discriminatory but dangerous in terms of a true and working definition of "universal" and international education. It is helpful here to consider certain studies regarding this situation.

College and University, an American journal published for registrars, reviewed tuition differentials in various states and

compared it with their systems of granting waivers for non-residents. In Hawaii, for example, the law forbids charging out-of-state students more if those students are from countries or other states who themselves will accept and not charge a higher tuition fee for Hawaiian students. The summary stresses that any tuition differential, alone or combined with a system of waivers, discriminates against one category of students or another; in many cases the practice of granting waivers involves some political factors. "Ideally," it concludes, "it would be better to totally eliminate the waivers of nonresident fees because this is the only sure way to be completely fair and equitable to all nonresident students." In the United States, then, there is a tuition differential system, but more energy is used to find loopholes and exemptions than to enforce a unilaterally increased fee for all non-residents.

The differential system in Britain is being handled otherwise. Fred Mulley, former Secretary of State for Education and Science, had submitted proposals to the House of Commons related to the 1977-78 academic year. He stated, "The proposals I have put forward involve the abolition of the present differential between home and overseas students' fees at advanced level."

The government modified his proposal somewhat last November, drastically increasing tuition fees for all students and retaining a considerably smaller differential for overseas students than had been the case previously. However, the interesting point is that after three years residence in the United Kingdom, overseas students become eligible for exactly the same subsidization as British students—that is, complete remission of fees. Such subsidy for international students, not yet possible in Canada, considerably mitigates the discriminatory effects of a fee differential.

This approach to the problem is pragmatic. The vast numbers of students who want a British education (62,000 in 1975) do seriously overcrowd the popular universities. Therefore, the British government has suggested that the universities voluntarily limit the number of students they admit but on the basis of the Universities' international role in secondary education and their responsibility in maintaining educational universality.

In a bulletin for the Association of Commonwealth Universities, the consensus of educators in Britain was summarized. "University opinion has been virtually unanimous in wishing to see the end of a differential which is felt, whatever its other justifications, to be illiberal, a source of tension in the institutions themselves, and burdensome to administer. It has lead to international complications—and could lead to more."

The differential systems in both of these countries have failed. The failure should be studied by all provinces in Canada, that is to say, on a national level, before Canadian institutions and governments fall into the same predicament.

With respect to the number of foreign students admitted to Canada, let us make two decisions. Of late the words "foreign students" have carried prejudicial connotations. Therefore, let us not consider them "foreign students," but, rather, *visiting international students*. Our second decision should be based on this re-definition. The Immigration Act defines these students as persons in Canada from another country enrolled in an educational institution to pursue a course of studies, who must have proof of financial support before entering Canada and *must leave* upon completion of their education. Canadians, Albertans, the general public must be informed that these students are not here to stay, that they are not stealing jobs from citizens of this province or this country, that they

are here to learn from our institutions, and that they take this learning back to their own countries and for the benefit of those countries. It cannot be over-emphasized that the number of visiting international students is so small as to make the problem of discriminations against Canadian students in favor of students from other countries non-existent.

What Canada has to face is not the number of visiting international students in this country but several other factors. These include the ratio of students coming from already wealthy countries as compared to those coming from the Third World countries who need our help the most and the effect of our educational system upon international students—does it really help them in specific environments back home? Finally, Canada must recognize its international responsibility in the field of education. This nation is rich, monetarily, intellectually, technologically. We must provide the opportunities to less developed countries to help themselves.

Fortunately, the crisis of differential systems in Canada has sparked a study which, we hope, will give the government cause to reconsider its policies regarding visiting international students and eventually abandon these policies. The study has been undertaken by the Canadian Bureau for International Education. Its goals have been defined by its acting Executive Director, John Helliwell, thus: "We wish to put together the only substantial piece of information by which, to my knowledge, the perceptions of foreign students themselves are measured with regard to the relationship between foreign students coming here and our present foreign policies."

What are the specific aims of this study? It will examine who the visiting international students are, where they come from, what they do while in Canada, and how they "fit into" Canadian society. It will analyze the cost to Canada as compared to the investments that these international students make. (It should not be forgotten that students from other countries pay living expenses while here; they buy clothes, food, pay for accommodation, and yes, sometimes buy "big expensive cars." All monies spent here, in fact, are helping the Canadian economy.) The study will also investigate less tangible, but equally significant issues—issues that are less concerned with national problems and more concerned with overall international implications. Does the visiting international student, for example, become too "Westernized"? And, is his Canadian education all that helpful to his country to which he returns?

More significantly, the study will look at this whole issue in much the same way that the British Secretary of State for Education has looked at it—pragmatically. The Canadian Bureau of International Education has realized that visiting international students are not a homogeneous group, and therefore, Canadian universities perhaps should seek to offer specific programs for specific countries. After all, the needs of Britain and the United States are far different from those of Tanzania and India. A concentration of certain students at a given university where their needs would best be met would be the most direct and beneficial answer to the question of the right education for the right country.

The results of this study will be compiled by Myer Horowitz, Vice-President (Academic) of the University of Alberta, and will be published for the benefit of Canadian governments, institutions, and interested agencies. The conclusions that will be reached will be the most significant to date. Let us hope that it will launch an examination of conscience by the people of Canada that will attest to their belief in and responsibility toward an international dialogue in education.



A Small Remedy

International Development and the University

by Shel Wilson, *New Trail Staff*

For a great evil, a small remedy does not produce a small result; it simply does not produce any results at all.

John Stuart Mill

Canadian participation in international development and I are about the same age: the Colombo Plan was begun in 1950. And I remember that when I was in school we were taught about the friendly Commonwealth ties (among the countries colored pink on the maps) that led Canada to send prairie wheat to India and to bring from British Guiana bauxite for Kitimat's aluminum. In newsreels and "current events" magazines Canada was the beneficent big fellow helping his little buddies in their need; the world was a friendly place, and the transnational corporations that owned the bauxite and the aluminum were invisible hands picking up the raw wealth of the world and shaping commodities from the mud. In the smiling faces of African and Asian schoolchildren, we saw their admiration of our health and wealth and their hopes to become like us. Their nations' fathers tried to ensure that they had the same bread, the same televisions we had; if Coca-Cola could be bought anywhere in the world, that was certain proof of its goodness. At home we were told that hungry children in India and China would love to have dinners as nourishing as the creamed celery we grimaced at.

In a quarter of a century we have become less innocent, but some things still baffle us: Indian children are still hungry, while Chinese children are not. And some Third World countries are making a different kind of progress: British Guiana has become Guyana, has nationalized its bauxite, and shows a singular lack of interest in television. The non-aligned movement in the Third World, the military governments of South America, African nationalism, suggest that we aren't the ideal anymore.

Canadian aid in the beginning was a matter of exporting grain, and Third World development largely a matter of developing an export industry. In the fifties the world was divided into "rich nations" and "poor nations." The latter became "underdeveloped" when industrialization and modernization became the goals of international aid. Today, while Third World countries are often called "less developed" or "late developers," and while the implication is still that we are the model, that we are the well-developed ones, there is sufficient evidence to suggest that international assistance is changing, maybe even evolving.

In the fifties progress was going to come from the top down: governments were going to be the movers and shakers. Similarly the new wealth resulting from a modern economy was going to "trickle down to the masses." In the sixties, our educators, generally young and eager to help, went overseas with government agencies and

non-governmental organizations to train "seed people," to provide technical assistance and education to tomorrow's leaders. This transfer of the means of development would ensure its perpetuation after the educators went home. The wealth and know-how would no longer be left to trickle down: it was going to be channeled to irrigate the whole country in a surer, more scientific way.

Many people who worked in development in the sixties found that their initial approach to the problems of Third World countries was naive. The force with which cultures, histories, and ideologies met jarred apart carefully planned projects along fault lines that hadn't been reckoned. CIDA calls the First Development Decade (the sixties) an "apprenticeship." The journeymen of development are not so jejune now:

Certainly, partisans of aid must be faulted for self-delusion and overly extravagant claims as to what aid could accomplish. . . . Lack of progress is not due to a single factor or cause; all agents involved bear a responsibility. In the past, many donors have pursued policies related more to their immediate self-interest than to those of recipients, and have maintained an over-simplified view of the requirements of genuine development. Many recipients have squandered resources, refused to adopt rational trade and taxation policies, avoided land reform, or delayed crucial changes in administrative systems.

Now, in the seventies, there is a shift toward small projects initiated by people "in the field" and designed to accomplish specific ends. At the same time, some Third World governments have planned for development more thoroughly than before and have begun to use assistance to reach certain limited goals they have defined according to their own countries' needs. The initiative is coming from the people of the Third World; development is coming to mean development of native capacities for self-help.

This University has been involved in international development since the Colombo Plan, when C.F. Bentley, Professor of Soil Science,* spent a year in Ceylon instructing tea-growers in soil conservation. In the sixties, many people here taught in the Third World; now, many participate in projects, here and abroad.

Working as part of a project or being "in the field" affords an exhilarating education. Seeing your project make life better for the people who have become your friends seems to give the lie to Mill's assertion that such small remedies are ineffective. At the same time you become aware of the complications and implications of development. You return to your regular work with new expertise and a desire to share your gains. Unfortunately, even at the

*C.F. Bentley is the *eminence grise* of international assistance here. Since Ceylon, he has worked all over the Third World with half an alphabet's worth of organizations including CIDA, IDRC, FAO, and ICRISAT (International Crops Research Institute for the Semi-arid Tropics), among others. He is a shrewd critic of Canadian assistance and Third World agriculture and insists that Canadian aid must be tied to strict agreements that will lead to Third World agricultural self-sufficiency. It is the only solution, he believes, to malnutrition and starvation.

University you do not meet with much interest. It is, as L. Peter Apedaile, Associate Professor of Rural Economy, says, "disappointing and distressing."

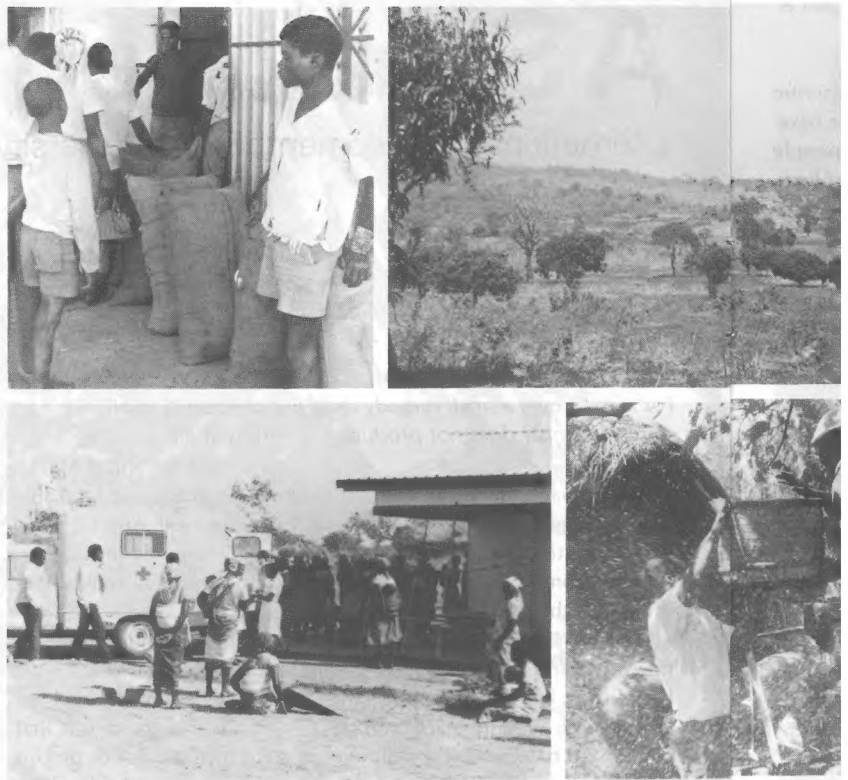
If one can quickly become burnt out abroad because of the intensity of team life, one can also feel one's enthusiasm dissipating at home because of the comparative isolation, the indifference. Academically, to share interests with people outside your own department is rare; publicly, the opportunity to discuss your experiences seldom presents itself. Part of the problem is that the University, despite its rather rich history of involvement, lacks the formal mechanisms to support international development.

As George Kupfer, past chairman of the CUSO Committee here, says, the University is not yet conscious of having a role to play in development. If it does not define its role itself, it may have one, a less significant one than that it plays unconsciously now, thrust upon it from elsewhere. George Kupfer believes that the University needs to establish two things: a policy and a place. A policy in recognition of its role and a place where exchange on international issues could occur, where information about University involvement could be kept. In fact, many people interviewed for this article agreed with L.C. Green, University Professor of International Law, that the University is very much "a place for the exchange of ideas," and many agreed that on a practical level, there are problems engendered by the lack of policy. The University's avowed purposes are "teaching and research"; let there be acknowledgment of the teaching and research already occurring and encouragement of greater awareness of things international.

The Senate, for instance, has recognized that the "foreign student issue" is "part of a larger problem involving a number of different questions." Should the University examine the "larger problem," it will find that both staff and students face difficulties. For one thing, the faculties with a number of sponsored foreign graduate students find that they must take on the considerable responsibility of helping individual students to become oriented to our culture and our style of education, in addition to helping them arrange programs of study that meet both our educational requirements and their own countries' needs, as well as their own interests.

Despite some initial orientation conducted by the Foreign Student Office (and for CIDA students by CIDA) foreign students can only gradually adjust. It takes an interested and empathetic adviser to assist them, and willing advisers who have shared the students' cultures are rare. Thus, in the Faculty of Agriculture and Forestry, for example, there is one instructor who is adviser to nine foreign students. As T.A. Petersen, Chairman of the Department of Rural Economy, points out, this can mean that the active adviser's department and faculty pay a professional penalty for his involvement, insofar as the amount of time and energy devoted to foreign students cuts into the amount that is normally used for research and scholarly writing.

Again, by virtue of their higher education foreign students often attain important administrative posts at home, but while they are here they are not always taught the "how to's" of administration. They do not always get to do research relevant to their own countries, either, which is particularly disappointing for scholarship students, whose education is paid for by their governments or a development agency. The University could encourage departments and faculties to try to design programs to fit the needs of foreign graduate students, but extra courses for those students may burden regular staff. Dr. Petersen suggests the remedy might come in the form of monetary assistance to the faculty concerned by the agency



supporting the students or provision for an additional staff member for every twenty or so foreign graduates in a faculty. Besides these formal arrangements, perhaps the 'place' mentioned earlier could act as a centre for informal discussions about topics of interest to the students; such topics as the administration and evaluation of development projects would be valuable to students and staff alike.

As members of the Faculty of Education have found, teaching Third World students in groups solves some of the problems of orientation and program planning, though students do not often come here in groups. Two large groups of mature students, one from Tanzania and one from Thailand, studied here recently in projects carefully designed to accommodate the students, University requirements, and home governments' educational needs. Both projects aimed at increasing the students' teaching and administrative skills, and both seem to have been successful in achieving those ends. (Fifty-two of fifty-two Tanzanians received Bachelor of Education degrees.) Despite their exhausting demands on the staff members involved, they could in many ways be regarded as model projects, particularly in their provision for discussion of differences and similarities between school systems and of the applicability of teaching and administrative methods learned here to schools there.

Of course, this is a large and important issue—what does our education system's theory and practice have that will benefit countries as different as Canada, Tanzania, and Thailand? And what are the underlying values that may be absorbed or learned in study abroad, and what is their worth to countries with quite different traditions and needs? Professional education seems to be regarded as having something of a universal quality about it; hence our universities can indeed teach students from very different countries.

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What development is all about: start with land and add people to work it; try to take some of the drudgery out of their labor. These pictures are from Malawi; the lightly treed grasslands are fairly typical of Central African farming land, which produces the groundnuts the people are marketing in sacks, and the maize they are collecting in baskets and shelling (what looks like a snow storm is chaff). A mobile clinic (part of a World Bank project) and a country "stor" help improve rural life. Getting water from a standpipe, rather than having to carry it a couple of miles every day, is easy, and it gives people more time for productive work. These photographs, and the one on page 8, were taken by L. Peter Apedaile.

Whether that is because education at this level is thought to embody universal truths is interesting speculation.

Certainly that seems to be the assumption in many Third World countries with universities, for they are now concentrating on replacing expatriate staff members with indigenous personnel, rather than changing university structure, say, or course content. This is the "-ization" process. Our Faculty of Business Administration and Commerce is now engaged in the last stages of a project to "Kenyanize" the Faculty of Commerce at the University of Nairobi, in cooperation with the Kenyan government and CIDA. The project is rather controversial here, especially its possible effects on Kenya's future. Were the University to encourage discussion of projects it contributes to, this one would no doubt cause some debate.

Beginning in 1971, Canadian faculty were seconded through this University to set up a modern undergraduate program in commerce for Kenyans; following its success, an MBA program was initiated, as well. The objective is a completely African (black) faculty, but there is still need for senior Canadian faculty members to assist in staff development and to instruct advanced courses, and the project will continue until 1980. Kenyan program content in the faculty is small but growing; small business management studies, for example, are gaining in importance. But whether small businesses will prosper is uncertain, since the Kenyan economy is fragile and has been on a plateau for the last few years.

Where will the graduates work? According to Ted Chambers, Professor of Business Administration and Commerce, they will have to find places in the middle range between the well-established elite and the masses of Kenyans; that range is quite small and in large part expatriate now.

One wonders whether they will have the capital to begin small businesses, and whether they will be satisfied to stay in the middle

range. Knowing that the average annual income in Kenya is \$140 and that 40 percent of the population earn only about 10 percent of that, one also wonders, in the interest of the majority of poor Kenyans (for the masses of poor people are said to be the object of international assistance), whether the contribution to a middle range will nevertheless be of benefit to them, give them jobs, land, food. "Education," said one project member, "doesn't guarantee social justice. It neither impedes nor encourages it."

One wonders how many people here who are involved or interested in international development would agree with that assertion. Education is one of the most important facets of international development, both education as schooling and education as training in the field. If it does not aim to contribute to social justice, there is very little reason for Canadians to go abroad on projects, very little reason for Third World students to come here to study. But, if it does so aim and consistently fails, then there must be something amiss somewhere, a shadow must fall between the planning and the implementation of development projects.

Those who would offer their assistance to developing nations must know the difference between genuine and ersatz development. Critics of the history of international development attempts are adamant about the truth of this statement. Raj Pannu, Professor of Educational Foundations, agrees that aid and development *per se* are not praiseworthy; they must meet the needs of the people. Donor countries should concentrate on transferring skills that make for self-sufficiency for the whole of a nation's people. To judge the likelihood of achieving this end beforehand requires some study of the probable implications of a development project. But the specialization that qualifies the agriculturalist, the engineer, the educator as one who can transfer skills to others can lead to an intense concentration on only one aspect of development at the

expense of others of equal importance. When considering participation in a development project, specialists should have access to a variety of views about its possible implications, and the University could encourage its staff to take a holistic view of a project simply by improving access between interested persons.

Two examples to illustrate the difference between well-meant and well-planned development efforts. Dr. Pannu describes the effects of the Green Revolution on Punjab, the area in northern India that he comes from. Punjab's wealth has increased tremendously since the Green Revolution, but while new crops and improved production methods yielded vastly increased harvests, distribution of the miracle seed and then of the harvested crops was not well-planned. After the miracle grains, the irrigation, the fertilizers, and the farm machinery took hold, it became clear that some farmers had been able to take better advantage of the Green Revolution, and of other farmers, for they bought up the land of the less competitive and sold them again the fruits thereof. Now, in Punjab this new rural bourgeoisie has become a powerful economic and political force that fights against any reforms that would give to others, because it would take away from them.

The scientists who created the miracle grains and introduced improved farming methods didn't foresee these results; perhaps they felt that the social and cultural aspects of the Revolution were not their concern. Perhaps they felt that they could only trust the governments involved in the implementation of agricultural change to create the immense social and cultural changes necessary.

The Green Revolution is, in some ways, dated; although agricultural research continues (as, of course it should), and is in fact growing, the idea of a sweeping solution to many problems, which was probably the public's view of the Green Revolution, has been largely abandoned in favor of the small projects, which seem to have a better chance of success, however limited, because of the teamwork that goes into them.

"Feed yourself" is one of the new texts of development, and the second example, of a well-planned project, is one that is helping northern Nigerians to feed themselves. Fenton MacHardy, University Professor of Agriculture, and T.A. Petersen, Chairman of the Department of Rural Economy, acted as consultants on the Maiduguri Mill Project, in cooperation with the Nigerian government and the IDRC.

A flour mill was built in Maiduguri, the capital of the North Eastern State of Nigeria. But first a home economist ascertained what traditional local crops were nutritious, and then the mill, modern but technologically simple, was designed to grind the sorghum and the millet into flour. The mill employs local people, the bakery to follow will also employ local people and will sell Nigerian-style bread made from flour ground in the mill.

The project is something of a paradigm of the smaller projects that are indeed small remedies. First, building the mill was preceded by a study of consumer preferences and a study of the current "post-harvest system," the way in which crops are stored, distributed, and marketed. The project was planned so that less food would be lost through improper storage and handling, so that less money would be lost through the marketing legerdemain of the middle man, and so that urban consumers would have access to good quality, inexpensive food. The mill was seen to be just a part of a "system"; for the mill to succeed, the whole system had to be studied and planned. Second, the project led to a network of mills being planned; in other words, it has served as a model because of its success. Soon Canadian help will no longer be required, and that is one of the most

encouraging signs of "genuine development." After all, aid's aim is its own obsolescence.

When I began to plan for this article my intention was to describe the many ways in which people on the University's staff are or have been involved in international assistance. But to even list the people who have worked in development or to describe the many projects they have helped with quickly proved impossible: Carol Burkard of the CUSO Office, for example, provided me with five pages of names, and as I spoke to the twenty or so people I did interview, each invariably recommended one or two others of interest. Moreover, everyone with whom I spoke, literally everyone, was very generous with both time and information; I read project reports, papers, lecture notes, articles; I filled a notebook with facts and ideas.

I am left with two impressions of these people. One of a genuine willingness to take up the intellectual and professional challenge of development assistance and a genuine compassion for those who need assistance. The other of a group of people with common concerns, interests, frustrations, hopes, but without a vehicle for sharing them with one another or with the rest of the community, nor for discussing their various approaches to development problems.

However, development education, teaching Canadians about our relation to the Third World, is becoming increasingly important to international agencies such as CUSO, CIDA, and WUSC. So perhaps these people will presently have an opportunity to share their experiences.

Development education is becoming increasingly important, it's true, for it is becoming increasingly apparent that our wealth is highly dependent on other people's poverty, our luxury on their ill-paid, drudgery-ridden labor. The book *Limits to Growth*, produced a few years ago by a team of researchers from MIT, discussed future catastrophe, but it didn't mention that for millions of people that "future catastrophe" is everyday life right now. And people given to reading the future foresee a world, in the words of Robert Moore, Guyana's High Commissioner to Canada, "bedeviled by a besieged rich minority and a beleaguered poor majority."

Unfortunately, such a booming voice, such rhetoric, although it sometimes seems the only way to alert the sleeping public to impending doom, may be to them just a nightmare. Our waking reality is one of abundance and security, the evidence of our senses denies danger. But international development needs serious consideration: there are too many grave problems, and too many possible solutions that remain unrealized.

It is, therefore, worth suggesting that the University consider what it can do in the way of development education. For it has the experienced resource people who will prefer the persuasive powers of sweet reason rather than rant and high rhetoric. And they are convincing. People here who have lived and worked in international settings feel a tempered hope; they speak with caution, not despair.

There is hope in the inventiveness and ingenuity that abound everywhere, but they must be harnessed. We want to learn *quaecumque vera*, but we are not yet very well-informed about the needs of the rest of the world (in that sense, we are "underdeveloped"). And that is where the University comes in. It has a chance to take a stance, however modest, in affairs that will inevitably affect all of us, everyone. It can, through discussion, debate, and action, through teaching and research, help remedy "the great evil."

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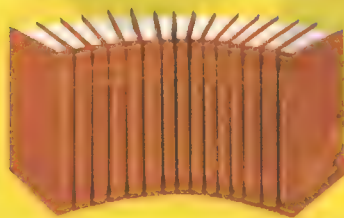
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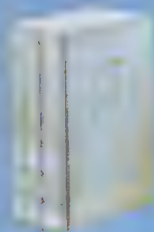
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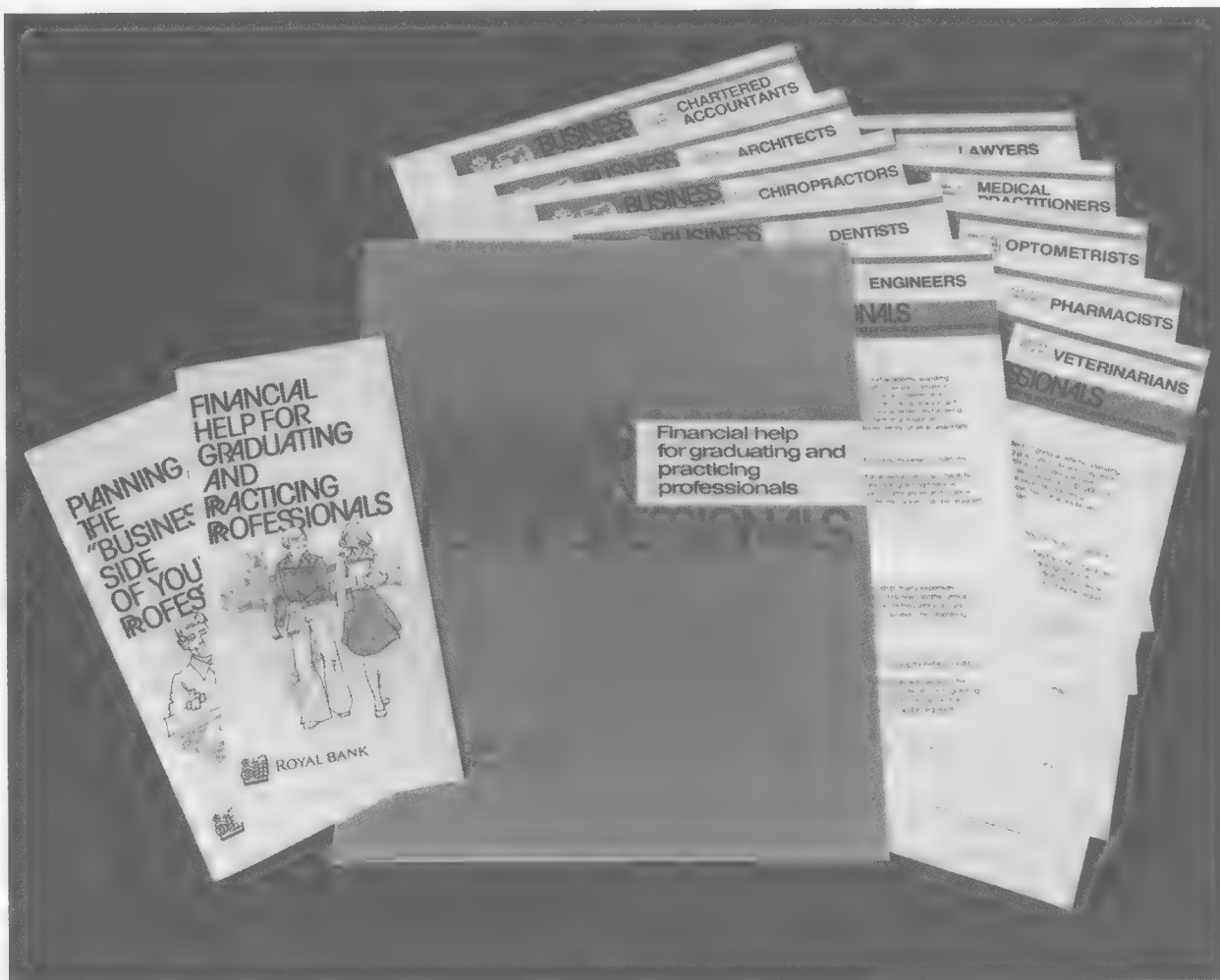
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Al Ryan

The man behind the growth of student responsibility at the U of A

by Len Zoeteman, 1976-77 President of the Students' Union

On 30 November 1976 the Office of the Provost was terminated, and with it the student affairs career of a man who has been a cornerstone of this institution for more than a quarter century. Provost Ryan . . . Professor Ryan . . . Al Ryan . . . the University community will miss you in that role.

Aylmer Arthur Ryan was born in Calgary and attended Mount Royal High School. He received a BA degree with honors in English at this University in 1939 and his MA in 1940, studying under R.K. Gordon and F.M. Salter. After graduate work at the University of California, he enlisted for service with the Canadian Army during World War II and served in Canada, England, and Italy. In 1946 he joined the staff of the Department of English at the University of Alberta and, in addition to regular academic pursuits, was appointed Warden of Assiniboia Hall in 1947. In 1953 he was named Provost. In 1960 he was appointed Executive Assistant to the President of the University and continued to act as Provost as well as retaining some professional duties in the Department of English.

Although the interest and involvement of Al Ryan has been widespread over the years, his sound character and pleasant personality have remained unchanged—only appreciating over time. Walter Johns, past President of the University, describes Al Ryan as “a thoughtful, helpful, and discriminating teacher. He was keenly interested in students’ progress in learning. He wanted students to grow emotionally and intellectually and always was of assistance in helping them make best use of their time while at University.” To no one’s surprise, this is the commonly held opinion regarding the integrity and character of Al Ryan.

One of the consistent and marked features of his work as Provost was his excellent rapport with students. One can largely attribute these outstanding relations to the fact that even as Provost and Executive Assistant to the President, Professor Ryan never entertained a policy of dominating student affairs personally. As the main individual responsible for student discipline he always managed to “temper justice with mercy.” Professor Ryan has always been noted for his excellent judgment and concern for being sure he is right before acting.

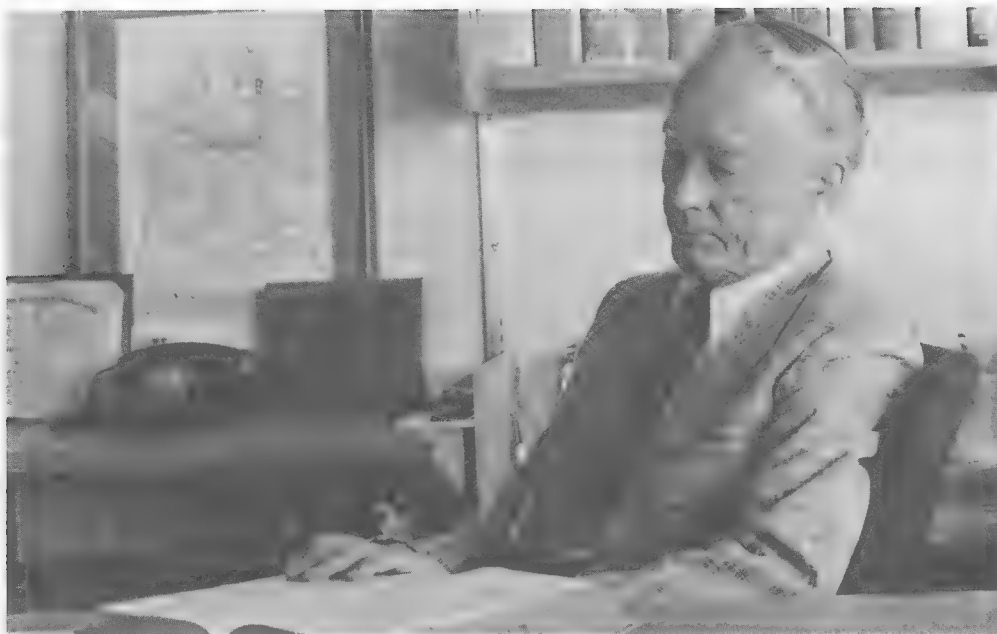
Walter Johns indicated that during 1967 to 1969, while student unrest was at its height (and at a time in which he was President), “Ryan still tried to understand the basis for student complaints whether they were valid or not. The man had incredible patience

and looked for justification of opinion even when the basis was not apparent. He was, and is, a constantly moderating influence on both staff and students. There is no doubt that the excellent relations which have existed between the students and staff over the years are largely due to the work and concern of Al Ryan.”

Not only has this institution experienced rather unique student/staff/administration relations, but student government involvement has also acquired a unique character over the years. Students’ Union finances are now handled solely by students, and, interestingly enough, the Students’ Union operating budget alone is roughly two and a half times larger than the second largest in Canada. Capital assets are worth more than ten million dollars. Ryan always felt disciplinary action was best if carried out by one’s peers, and today a Discipline, Interpretation, and Enforcement Board exists, composed entirely of students. On General Faculties Council and university committees, students have parity with academic staff, and interest in this area is such that there are often more students interested in serving than there are positions available. Essentially, these points should indicate that a cooperative staff/student/administration relationship has produced a healthy environment for student growth.

Naturally, one cannot attribute such a condition to the efforts of a single individual, but there is no question that Al Ryan was instrumental. The nature of today’s student involvement is the best tribute to this man’s work over the years. Ryan’s self-professed





belief is that many students who attend this University will hold responsible positions in later years and for this reason they must be given autonomy in their affairs. The University is an institution for learning and the best lessons are learned firsthand. Ryan has always felt that it is good for students to make mistakes at University, while they are young, and to learn then rather than later when the implications of error in thought or action are considerably more significant. In short, Ryan believes that "if students are to grow to be responsible, give them responsibility." And that's what he did.

In addition to being a friend and adviser to students, Professor Ryan has always maintained an active involvement in numerous University councils and committees. He was Chairman of the Council on Student Affairs, a member of the Deans' Council and GFC, to name a few. He was chief administrator for the Office of Student Affairs, which for many years included the Dean of Men, Dean of Women, Foreign Student Adviser, CIDA Secretary, CUSO Secretary, and Residence Wardens. Amid all that responsibility and work he always maintained an "open door" policy.

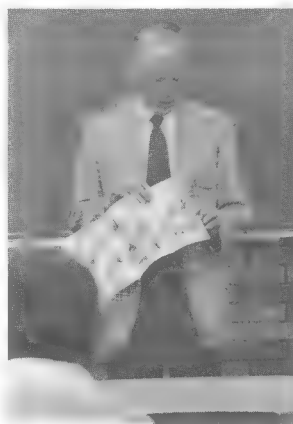
Students have benefited immeasurably over the years by the involvement and quiet power of the Provost at the administrative level. The power was due to the students' and staff's high admiration for his opinions rather than direct authority. It should be noted that the University of Alberta has received recognition throughout North America as a leader in developing progressive changes in the area of student affairs. Much of that recognition stems from Professor Ryan's stature as an international authority. The statement "one is never a prophet in one's own land" may at times be applicable to the relationship between Provost Ryan and the University of Alberta. In 1974 Provost Ryan received an Honorary LLD from Sir George Williams University for his superlative involvement in the area of student affairs—an award rarely bestowed for involvement of this nature.

Aside from the intangible services the Provost has given, there are also a number of specific contributions which cannot go unnoticed. Provost Ryan was Chairman of the 1975 Learned Societies Conference—a conference of 6,000 scholars from across Canada and the largest conference ever held in Edmonton. In the residences, his contribution in planning, developing, and supporting a system of student government has been invaluable. Ryan was actively involved in the development of Lister Hall Cafeteria, and one year after its opening it received the national award for outstanding quality and service. Later, the Provost was

involved in planning another residence, this time for married students—Michener Park. Even today much of the internal office planning and design for the restored Athabasca Hall—which will contain the main office of Student Affairs and a number of student services—is being handled by Professor Ryan. He is also coordinating a major exhibition of the University Collections, which will be held in the autumn to celebrate Athabasca Hall's reopening.

These few examples reflect the positive impact Al Ryan has had on the development of this University. Indeed, one begins to realize that everything Al Ryan does, he does in a quiet way. Yet each of his achievements reflects a marked sense of excellence and quality. Much of this is the manifestation of the concern Ryan has for this University and the concern he has for the students of this campus.

At this time it is difficult to determine how a restructuring of the Office of Student Affairs will affect this campus. However, one thing is certain: Al Ryan's work over the past thirty years will live on. An effective learning environment is one of the most valuable assets a university can have. By giving students at the University of Alberta an opportunity to make decisions and to be responsible for their actions outside of the academic arena, perhaps one of the most important goals of a university education has been realized—that its students acquire the skill to apply in reality what they learn in theory. As students, we thank Professor Ryan for the opportunities for personal growth he has quietly secured for us.



Editor's note As Executive Assistant to the President, for many years Al Ryan had the dubious honor of being responsible for the University Publications Office. He was in those days more friend and mentor than boss, and friend and mentor he remains. One has reason to be a bit nostalgic in anticipation of Al's impending retirement this summer; we hope he'll still teach his class of freshman English students and read Chaucer to them in his incomparable way.

But probably the tens of thousands of students to whom he represented "Authority" and even the hundreds of students to whom he taught English don't know what all of Al's friends know about him—and that is that he has the most scurrilous collection of ribald stories that ever curled the hair of an unsuspecting colleague, and he keeps all his stories on the top of his head.

Photographs by Richard Kerr

campus reporter

East Asian Studies A field that is growing rapidly at the University is East Asian Studies. Last year the program in Japanese language received a special grant for 1976-77 and 1977-78, a major step toward providing for permanent Japanese language staff. The grant is a large portion of the interest on a \$250,000 fund from the Japan Foundation, held in trust by the Association of Universities and Colleges of Canada to promote Japanese studies in Canada.

Japanese studies began here in 1961 when B.L. Evans taught Japanese history as part of a course in East Asian History. In 1967 Hazel Jones, a specialist in Japanese history and language, joined the History Department. She initiated a course in Japanese language as an aid to senior Japanese history students. Over the years, the number and variety of courses have increased, and this year a full program of thirty-two courses is in the process of being approved. Courses in calligraphy, classical Japanese, Japanese for readers of Japanese, Japanese drama, poetry, prose, and journalism, and conversational Japanese will be offered. The number of students is also increasing; in fact, this University has an enrolment almost as large as that of UBC, where there is a much larger staff, and greater than the enrolment of York and the University of Toronto combined. The award of the special grant last year was recognition, therefore, of the growing importance of this program.

Appointments **Burton M. Smith**, Associate Professor of History, has been named the first Dean of Students. Dr. Smith will be the chief administrator of the restructured Office of Student Affairs, which is the major source of information and assistance for students. **D.M. Collinson**, Professor of Dentistry, was appointed Acting Dean of the Faculty of Dentistry, shortly after the death of **James McCutcheon**, who was Dean of that faculty for seven years. **Roy T. Berg**, Professor of Animal Science, will become Chairman of that department on 1 July. **Peter L. Lindsay**, Senior Lecturer in the Department of Human Movement Studies and Sub-Dean of the Faculty of Education at the University of Queensland in Brisbane, Australia, has been appointed Chairman of the Department of Physical Education, effective 1 July. **Patricia A. McFetridge**, Professor of Elementary Education, will become Chairman of that Department on 1 July. **James N. Neelley**, formerly Head of the Division of Speech Pathology and Audiology at

the University of Kansas, is the new Chairman of the Department of Speech Pathology and Audiology. **Gary D. Prideaux**, Associate Professor of Linguistics, is the new Chairman of that Department. **Ronald Savitt**, Associate Professor, is the Chairman of the newly-formed Department of Marketing and Economic Analysis in the Faculty of Business Administration and Commerce. **J.E. Seger**, Professor of Educational Administration, will become Chairman of that Department on 1 July. **John Tartar**, Professor of Computing Science, will become Chairman of the Department of Computing Science on 1 July.

CEESA The Central and East European Studies Society of Alberta (CEESA) in collaboration with the University's Division of East European Studies is trying to make sure that Albertan students have the opportunity to learn about the role played by the Central and East European pioneers in western Canada. The group, composed of individuals from many ethnic groups, works with the University, particularly the Division of East European Studies, to ensure that the University has adequate resources and public support to carry on research in this area and to publish the results.

Recently, the first publication of a projected series on six of the eighteen East European ethnic communities in Alberta was brought out. Part of the Ethno-Cultural Groups Project, it is entitled "Alberta's Pioneers from Eastern Europe: Reminiscences" and is by Tova Yedlin, Assistant Professor in the Division, and Joanna Matejko, Research Associate on the project. CEESA hopes for participation by as many cultural groups as possible, and anyone wishing more information can contact the Division of East European Studies, 126 Assiniboia Hall, telephone 432-2348 or 432-3230.

Home Economics Update Seminar: Food in the Conserver Society The University's Faculty of Home Economics, The Home Economics Alumni Association, and the Alberta Home Economics Association will be sponsoring an update seminar on Friday and Saturday, 13 and 14 May.

The seminar is entitled "Food in the Conserver Society" and will deal with topics such as "Additives: safety, trade-offs, energy repercussions" (speaker, Mike Stiles, Professor of Home Economics), "Popular diets: common questions, nutritional adequacy, physical signs of deficiency" (Elizabeth Empey, Professor and former Dean of Home Economics), "Western

vegetable oils and proteins: grain crops vs. beef, nutritional adequacy, toxicological aspects" (Ruth Renner, Professor of Home Economics), "Food industry by-products: brewer's yeast and whey" (Gail Stinson, Alberta Department of Agriculture), and "Microwave cooking and slow cookers: safety, common questions, nutritional issues, energy conservation" (Carolann Johnson, freelance home economist).

The seminar will be held in the new north wing of the Education Centre and accommodation will be available in Lister Hall.

All home economics graduates and/or members of the Alberta Home Economics Association are eligible to participate. Inquiries about registration for the conference should be directed to Dr. Ann Harvey, Department of Secondary Education, the University of Alberta, Edmonton, Alberta T6G 2G5.

Rhodes Scholars This year, two University of Alberta students, Ken McFarlane and Eileen Gillese, have received Rhodes Scholarships. Mr. McFarlane, Students' Union Vice-President (Academic Affairs), will study either jurisprudence or the Politics, Philosophy, and Economics program at Oxford. This was the first year that the Rhodes Scholarships were available to women, and Ms. Gillese was the only woman in the Prairie region to receive the award. Ms. Gillese is a fourth-year Business Administration and Commerce student and is Students' Union Vice-President (Finance and Administration). She plans to study jurisprudence at Oxford.

Pharmacy Discovery While looking for a new kind of compound with anti-depressant properties, two researchers in the Faculty of Pharmacy and Pharmaceutical Sciences discovered a compound that will produce drugs effective in the treatment of arthritis symptoms and useful for weight control or loss. Edward Knaus, Associate Professor of Pharmaceutical Chemistry, and Kinfe Redda, a PhD student under his supervision, created compounds that yield a drug with three properties: it kills pain, it reduces inflammation, and it creates hyperglycemia (a condition of excessive blood sugar levels). The first two properties have many applications; the third could be used to control weight: when the blood sugar level is raised, the body must break down stored fats to create the necessary glucose. Once the glucose is in the



blood, it is easily burned up or excreted.

Dr. Knaus and Mr. Redda have taken out a number of patents on the compounds that yield the drugs—the first patents in the sixty-year history of the Faculty of Pharmacy and Pharmaceutical Sciences.

The three properties of the drugs are now being separated and investigated carefully by other researchers. (The hyperglycemic activities of the drugs are now being investigated by Erroll Marliiss, a graduate of Medicine here, a world respected authority on diabetes and endocrinal medicine.) Because of the need for extensive, long-term testing, the drugs will probably not be on the market for another five to seven years.

Directory of Student Leadership Information on Summer Session Students' Union Executives prior to 1945, for 1948, 1953, 1958, 1959, and for 1963 to 1966 is needed for the Students' Union *Directory of Student Leadership*. Anyone having such information or knowing the founding date of the Summer Session Students' Union is asked to write Wayne Madden, in care of the Students' Union, the University of Alberta, or at 8715 81 Avenue, Edmonton T6C 0W5.

Athabasca: Exhibitions from the University of Alberta Collections Almost seven years ago the University's Board of Governors announced that the cost of renovating the old residences—Athabasca, Assiniboia, and Pembina—was prohibitive and therefore the old brick buildings would be torn down to make way for a modern graduate student apartment development.

The University community's reaction ranged

from sadness to outrage. The decision was reviewed, and the situation of the old residences studied again; a new report appeared in early 1974 outlining the history and structural condition of the buildings and the ways each might be renovated. Pembina Hall was in the best condition and was the first to be restored, returned to its role as a residence, retaining much of its traditional character.

Last year, work on Athabasca Hall began. Demolition of the interior of Athabasca Hall, which was a frame structure and really beyond repair, was done carefully, gently, with the aid of a crane. Through the winter the hollow was filled around the concrete and steel structure that had been added to bolster the brick shell from within. This summer the old building will see new tenants, University offices and graduate students, inside its completely renovated walls.

But, the story doesn't end with functionalism. Such a resurrection for a condemned building near destruction deserves a celebration, and that celebration will be happening next October, to be shared with the returning alumni at Homecoming.

The focus of the celebration will be an exhibition of the University collections entitled "Athabasca: Exhibitions from the University of Alberta Collections." Part of the exhibition will depict the history of Athabasca Hall and the University in the days when the old residence was the centre of campus life.

Another part of the exhibition will demonstrate the variety of the University Collections, from historical items touching the life and work of the University's early professors, to aesthetic items and objets d'art, to collections



closely tied to teaching and research at the University. At other locations throughout the campus there will be other exhibitions of collections, so that not only will people have a chance to see the remarkable variety of treasures the University has collected over the years, but they will also have the opportunity of exploring the campus.

More information about "Athabasca: Exhibitions from the University of Alberta Collections" will appear in a special issue of *New Trail*, coming out in September.

Left, an early photograph of Athabasca Hall, courtesy of the Glenbow Foundation.

Above, a photograph taken last fall when Athabasca had been hollowed out to make way for the interior renovations; the photograph is by Richard Kerr.

the alumni

'27

A number of Albertans who have made outstanding contributions to agriculture and the improvement of rural life were named recently to the Alberta Agricultural Hall of Fame. Singled out for this special honor was **J. Harold McLaughlin, BSc(Ag)**.

'30

The stage lights may have dimmed but for **Elsie Park Gowan, BA**, the spark for creativity continues as she teaches writing to the senior citizens in Edmonton.

'38

George Ross, BSc(Eng), has been appointed President of Inland Cement Industries Limited with headquarters in Edmonton. **John Everett Birdsall, BSc(Ag)**, principal of Olds College for twenty years, has been named to the Alberta Agricultural Hall of Fame.

'39

Well-known Alberta agrologist, **Fred Bentley, BSc(Ag)**, was honored recently by two leading agricultural societies in the States. He was named a fellow of the American Society of Agronomy and a fellow of the Soil Science Society of America. The awards for achievement and service were made in Houston, Texas.

'41

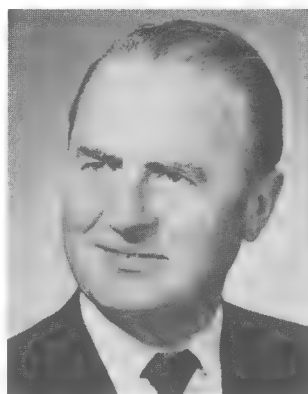
Earlier last year **Alex Smith, QC, LLB**, Professor Emeritus of Law, and Mrs. Smith were honored with a reception and presentations by the Law Class of 1962 at reunion ceremonies held at Eaglecrest Lodge, Qualicum Beach, British Columbia. **Raymond A. Leask, BSc(Eng)**, has been named a fellow by the technical association of the pulp and paper industry with headquarters in Atlanta, Georgia. The title of fellow is conferred upon those individuals who have rendered meritorious service to the association or the industry. **G.R. "Rex" McMeekin, BSc(Eng)**, is manager, public and community relations, with Cominco, Trail, British Columbia.

'43

E.G. (Edge) King, BSc(Eng), has been appointed President of the Canadian Electrical Association.

'44

Marion (Blackburn) Jeffries, BSc, and **Arthur Boorman, BA**, are members of the Protestant committee of the Quebec Superior Council of



George Ross, BSc(Eng)'38



Raymond A. Leask, BSc(Eng)'41



J.O. O'Brien, MD'48

Education. The council, which comprises Catholic and Protestant committees plus representatives of elementary, secondary, college, university, and adult education is an autonomous group set up in 1964 to advise the minister.

'48

Praised for his "good sense, industry, and scholarship," **Samuel Lieberman, LLB**, was sworn in recently as a justice of the appellate division of the Alberta Supreme Court. This is a newly created position. Dinosaur bones and seed catalogues have a strange effect on **Robert Kroetsch, BA**. They make him want to write. The Canadian author, who has had five novels published in Canada and the United States, is now in a seven-month term as writer-in-residence, University of Manitoba. **J.O. O'Brien, MD**, has been named to the Board of Management of the Edmonton General Hospital. **M. Harris, BSc**, is southeast district explorationist, Union Oil Company of Canada Limited.

'49

An entomological laboratory on campus has been named in honor of the late **Brian Hocking, MSc**. Dr. Hocking was internationally-acclaimed as an authority on insect flight and the control and behavior of mosquitoes and blackflies.

'50

At a recent swearing-in ceremony, Edmonton lawyer **John Hope, LLB**, was named a member of the Alberta Supreme Court, Trial Division. **Robert P. Stone, BSc(Ag)**, is manager, land administration, Canadian Hunter Exploration Limited.

'51

Noted Edmonton educator **Manoly Lupul, BEd**, has been appointed vice-chairman of the Canadian Consultative Council on Multiculturalism.

'52

Catalytic Enterprises Limited has **John E. Miller, BSc(Eng)**, as its Vice-President, maintenance services.

'53

M. Gordon Howat, MSc, has been appointed industrial psychologist with Forest Engineering Research Institute of Canada, Western Division, Vancouver.

'54

F.A.R. McKinnon, BCom, is Calgary Power treasurer.

'55

Petro-Canada has announced the appointment of **Ronald Havelock, LLB**, to the post of vice-president, secretary, and general counsel. **Keith Penner, BA**, federal Member of Parliament for the District of Thunder Bay, is now parliamentary secretary to the Minister of Indian and Northern Affairs.

'56

A former superintendent of schools, Vegreville division, **Henry Kolesar, BEd**, is filling the important assignment of Deputy Minister of Advanced Education and Manpower.

'57

The Canadian Natural Gas Processors

Association is providing \$42,000 to support five research projects into natural gas processing problems. One of the projects undertaken by **F.D. Otto**, *BSc(Eng)*, is studying the solubility of acid gases in amine solutions. **Melvyn R. Hillmer**, *BA*, is principal of McMaster Divinity College in Eastern Canada. **David Irving**, *MD*, is president-elect of the Alberta Medical Association.

'53

With headquarters at Shilo, Manitoba, **R. Marvin Maerz**, *BSc(Pharm)*, is commanding officer, regional medical equipment depot, Canadian Forces Base. **Charles Brisbin**, *BA*, is continuing as Hamilton's chief librarian.

'59

Formerly dean of the drama division, North Carolina School of the Arts, **Ronald Pollock**, *BA*, has returned to Canada as general manager of the Bastion Theatre, Victoria. **Geza Czeman**, *BSc(Eng)*, is manager of operations for Canadian Reserve Oil and Gas Limited.

'60

There was a "roasting" recently for **Nick Kozak**, *BEd*, a principal who helped get the community involved in McDougall School, Edmonton. **Gerry Parlby**, *BSc(Ag)*, has been appointed to Alberta Agriculture's Planning and Research Secretariat. In his new position Mr. Parlby will be responsible for both intra-departmental and inter-departmental liaison as well as for making policy recommendations from an agricultural perspective on taxation, foreign issues, transportation, and natural resources. Home Oil Company Limited has announced the appointment of **E.C. Hambrook**, *BCom*, as manager, administrative services.

'61

Lawrence A. Mysak, *BSc*, is professor of mathematics and oceanography at the University of British Columbia.

'62

The University Senate has a new executive officer, **Rondo Wood**, *BA*. Prior to her appointment Miss Wood was associated with Alberta Culture where she was responsible for public relations and advertising for the historical resources division. **Jack Langford**, *BEd*, is superintendent of public schools for the Fort McMurray School District. Pacific Petroleums



Keith Penner, *BA*'55



J. Brian Caunt, *BCom*'70

Limited has announced the appointment of **D. Grant Gunderson**, *BSc(Eng)*, manager of their newly established economic planning department.

'63

Esther (Nielsen) Ondrack, *BA*, is vice-president, administration, Chieftain Development Company Limited, Edmonton. **Fred Lamb**, *BCom*, is vice-president and general manager of McCulloch of Canada Limited. Amoco Canada Petroleum Company Limited has announced the appointment of **Ted D. Strashok**, *BSc(Eng)*, as project superintendent for the company's Gregoire Lake oil sands test site.

'64

Mac D. Campbell, *BA*, formerly treasurer, is vice-president, finance, with Daon, a leading residential and commercial development company in western Canada. **Robert E. Garland**, *MA*, assistant professor of political science, University of New Brunswick, is chairing the university's division of social science.

'65

An Edmonton school principal, **Perry Plester**, *BEd*, is one of two Albertans studying education in Australia. The travelling fellowship is sponsored by Victoria State and the Alberta Department of Education. Toronto Dominion Bank has announced the appointment of **R. Glenn Bumstead**, *BA*, as general counsel, general manager, and secretary. For eleven years **Jim Ryckman**, *BCom*, worked with ideas, concepts, and paper. Now he is a beekeeper at Rollyview, ten miles south of Sherwood Park. When the college football awards were placed

last fall, **Darwin Semotiuk**, *BSc(PE)*, head coach of the University of Western Ontario Mustangs, was named college coach of the year, receiving the Frank Tindall Trophy. **Douglas G. MacKenzie**, *BSc(Eng)*, is Atlantic region automotive manager with Imperial Oil Limited. Four prominent Australian educators, including two University of Alberta graduates, recently visited the Department of Educational Administration on campus. They were **Tom Moore**, *MEd*, deputy director general, Education Department of Victoria, and **Doug Anders**, *DipEdAdmin*, director of the South Australian Institute for Education Planning and Research. **Harry Cogill**, *BA*, is branch manager, Xerox, Edmonton. **Edward Devai**, *BSc*, is teaching with the North York Board of Education.

'66

Dave Forseth, *BCom*, has joined the firm of W.F. Rodger & Associates Limited as financial consultant. **Myroslaw B. Kohut**, *BSc*, has received a health services administration award from Canadian Liquid Air in recognition of his exceptional academic achievement.

'67

Phil Thomas, *BSc(Ag)*, has left Vermilion as district agriculturist and is now Alberta Agriculture supervisor for oil seed crops. **Alan Schaaf**, *BSc(Ag)*, has been employed the past five years with Guyana Sugar Corporation, Mandeville, Jamaica. **J. Edward Blott**, *BSc(Eng)*, is general manager of Banister Technical Services.

'68

Larry Olson, *BA*, didn't expect to make wooden

toys when he graduated from the University in education. He is the sole owner and entire labor force of "Out of the Woods," the Edmonton shop where he designs and manufactures hundreds of toy trucks, trains, cars, boats, and "things." Abbey Glen Property Corporation has **Michael B. McAfee**, BCom, as regional manager, land division, Northern Alberta. **Barry Dorin**, BSc(Eng), is chief engineer with Canadian Reserve Oil and Gas Limited.

'69

Barrie Lydiatt, BA, is fleet sales manager and assistant truck manager with Kentwood Ford Sales. **Manfred Kuxdorf**, PhD, is president of the Ontario Association of Teachers of German. **Peter J. Catania**, MSc, was recently elected to the board of the Solar Energy Society of Canada

Inc. for a three-year term. Located in Ottawa, **Ulrich Rath**, MSc(Geology), is mineral economic research coordinator, Mining Association of Canada.

'70

J. Brian Caunt, BCom, has been appointed director of personnel services and staff relations at the University. A former counsellor with the Calgary Board of Education, **Ronna Fossum**, BEd, is a teaching assistant at the University of Calgary, Department of Educational Psychology. Thurber Consultants has announced the appointment of **Richard B. Spencer**, BA, as environmental coordinator. About 500 people crowded into the gymnasium recently, at Hazeldean Elementary School, Edmonton, to honor former teacher **Art Inscho**, BEd, now

assistant principal at Alex Taylor Elementary School, Edmonton. **James P. Herron**, BCom, has left the University Investment Office to become involved in the formation of an Edmonton based investment counselling firm, Managed Investments Limited.

'71

James Vargo, PhD(Educational Psychology), has moved from York University to the University of Alberta's Faculty of Rehabilitation Medicine. Considering his background, it was only natural **John Gilpin**, BA, chose Strathcona for a thesis subject. He is involved with the Strathcona Historical Society, an archivist with the provincial government, and a candidate for a master's degree in history at the University of Alberta. **Jim Dorsey**, BCom, is secretary-treasurer, Stedelbauer Chevrolet-Oldsmobile Limited, Edmonton. **Bill Moores**, BSc(PE), a former star with Edmonton Oil Kings and the Golden Bears, is assistant Golden Bear hockey coach.

'72

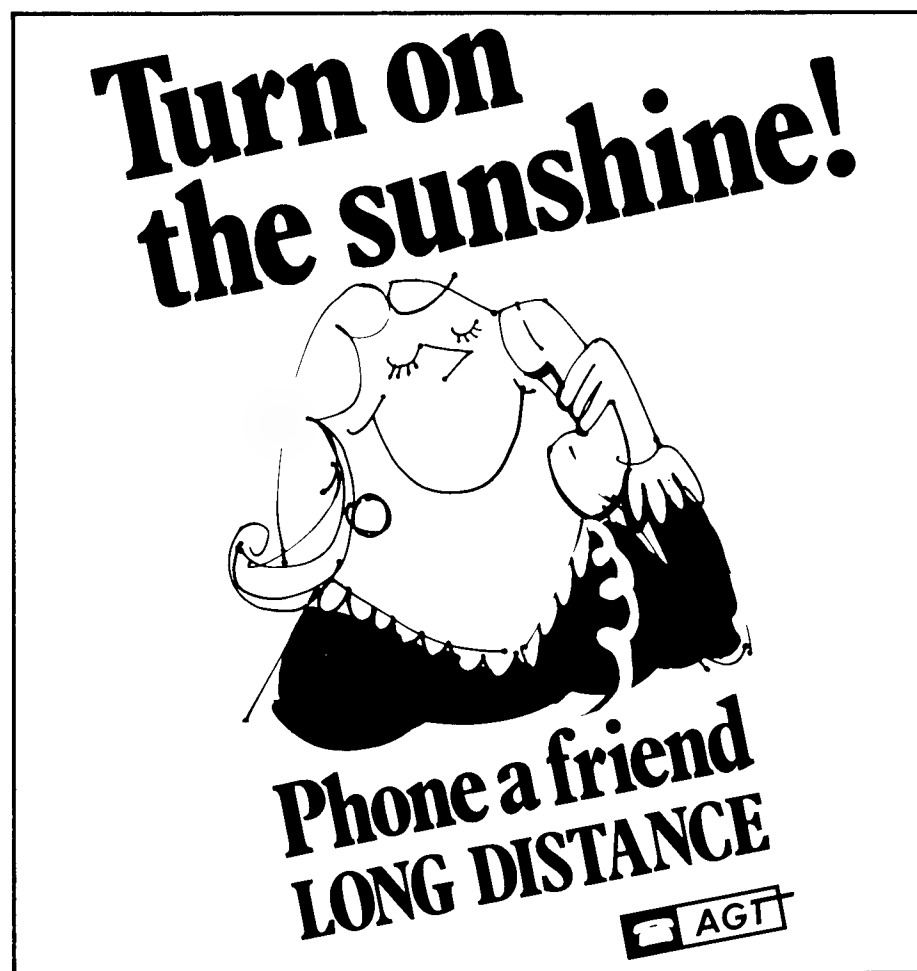
Gary Heck, MEd, has moved from Calgary to Lethbridge as reading consultant for the public schools there. **David Gregory**, MEd, is principal of F.P. Walshe High School, Fort Macleod. **Peter Braun**, PhD(Educational Psychology), is associate director in the survey research centre, York University. Deaconess **Judy Shand**, BA, is the first recipient of a postgraduate fellowship for women in the ministry of the United Church of Canada. Miss Shand is studying at Duke University, Durham, North Carolina.

'73

Bruce Handley, PhD(Educational Psychology), is assistant superintendent, Red Deer Public School Board. **W. George Hardy**, LL.D., emeritus professor of classics, has a new novel appearing this fall entitled *The Scarlet Mantle*. **Richard S. Cook**, BA, is general manager of the Kitchener-Waterloo Symphony Orchestra Association. Mr. Cook was president of the Edmonton Youth Orchestra in 1971 and was closely involved with the orchestra's 1972 European tour. **John Madill**, BA, formerly stagecrafts expert with the University of Calgary, is now with the University of Saskatchewan Drama Department as assistant professor teaching design.

'74

Susan G. Turnbull, BSc(HEC), has been



Spoken Word Series

appointed assistant professor of education, Vocational Education Division, University of New Brunswick. **Michael Defresne, GS**, is teaching and researching in the area of medical genetics at the University of Windsor. A graduate in special education, he is spending a year at the University of Auckland, New Zealand; **Frances MacKay, BEd**, received a Rotary International scholarship to go "down under."

'75

The new librarian at Merritt, British Columbia, is **Richard MacKenzie, BSc(LS)**. **Harry Midgley, BA**, editorial writer for the *Edmonton Journal*, was recently admitted to the Alberta Bar. Formerly of Brooks, **R.C. Riggins, LLB**, was recently admitted to the Alberta Bar in Calgary.

'76

The husband and wife team of **Joyce (Grubb) Vandall, BEd**, and John Vandall are with Canadian University Services Overseas, teaching at Njala University, Sierra Leone, West Africa. Melcor Developments Limited has named **Ron E. Doersam, MBA**, as special projects manager, Edmonton. **Wilton Littlechild, LLB**, Hobbema Reserve's first native lawyer, was honored recently at a coming-of-age ceremony, an ancient ritual once reserved for Indian warriors. Twice named Canada's Indian athlete of the year for his competition in hockey, baseball, swimming, and judo, Mr. Littlechild, in the centuries old grass dance ceremony, took the name of his grandfather, a former Cree chief, and became Walking Wolf. The pow-wow attracted Indian leaders throughout western Canada. In honor of Mr. Littlechild a \$500 a year scholarship fund was established for a deserving university student from the reserve.

In Memoriam

Guy Patterson, BA'16, former Crown prosecutor of the Alberta Supreme Court and one-time Edmonton deputy mayor.

John N. McDonald, QC, BSc'16, long-time Edmonton barrister, in Victoria.

Edith (Deadman) Dailey, MA'26, University staff member during the 1920s, in Chicago, Illinois.

Bessie Hill (Scott) Larson, BSc'26, in Wainwright.

Daniel James McGregor, MD'27, a physician in Trail, British Columbia, for thirty years.

E.W. Brunsden, BSc(Ag)'28, former Alberta Member of Parliament, well-known public



speaker and freelance writer, in Calgary.

Colin Gordon, BA'37, head of Classics at McGill University until his retirement in 1976.

Charles Wilfred Gallimore, BA'37, senior master of Upper College, in Toronto.

John Patrick McGuigan, MD'39, in Edmonton.

Helen (Hague) Gordon, BA'42, librarian for the East Kootenay Library Development Commission, Cranbrook, British Columbia.

Joseph Dvorkin, MD'43, one of the pioneers of heart care in Alberta.

Ross H. Lamb, BSc(Eng)'48, in Toronto.

Brian J. Wallace, BSc(Eng)'50, in Toronto.

Christine Mary Wise, BEd'53, Calgary public school teacher and accomplished organist, pianist, and vocalist.

A. Aubrey Levy, BSc(Pharm)'54, in Ontario.

Margaret McKane Lyne, BA'51, LLB'55, in Edmonton.

Hilda (Knies) English, BEd'57, long-time teacher in Vegreville, Vermilion, and Edmonton.

An Eloquent Advocate With conservation and the North American energy crisis very much to the fore, it was appropriate to hear from Stewart Udall on the topic "The Energy Crisis: How We Got Into It—How We Can Get Out Of It." A full assembly in the Students' Union Theatre in November was intrigued with his forceful presentation as evidenced at the podium.

The name of a follow-up "surprise" guest should be announced shortly, hopefully to tie in with Fall Convocation arrangements.

The Spoken Word Series is co-sponsored by the Alma Mater Fund and General Alumni Association.

Sem Wissler Field, LLD'60, prominent Edmonton barrister.

Ian N. McKinnon, LLD'61, first chairman of the National Energy Board, in Calgary.

Joseph Louis Collins, BEd'70, special education teacher, in Edmonton.

Ralph Faust Shaner, LLD'71, long-time University professor of medicine.

Lorraine Weichler, DHg'73, in a car accident near Stony Plain.

Laurie (McMurphy) Williams, BEd'74, teaching in Quito, Ecuador.

H. Margaret (Macdonald) Parker, BEd'75, long-time and revered school teacher in Alberta and Saskatchewan.

Noreen (Scherman) Tusz, BSc(Nu)'75, as the result of a motor vehicle accident.

Frederick Thomas Jenner, LLD'76, retired chairman of the University's Board of Governors.



FRIDAY, OCTOBER 7th

8:00-10:00 p.m.—Wine & Cheese Party
Meet the Prof's
Faculty Club

SATURDAY, OCTOBER 8th

10:00 a.m.—Campus Tour (Rutherford
Galleria)
A University Collects III
Re-opening and Art Works
Athabasca Hall

6:30- 7:30 p.m.—Homecoming Reception
Lister Hall

7:30- 1:00 a.m.—Homecoming Banquet
& Ball
Lister Hall

SUNDAY, OCTOBER 9th, 1977

11:30 a.m.—Pre-football Game Luncheon
Lister Hall

2:00 p.m.—Football Game U of A Golden
Bears vs University of Calgary
Dinosaurs

SPECIAL CLASSES

17 27 37 52 57 67 72

Tickets (Alumni Office, 432-3224)

Wine & Cheese Party	\$3.00/person
Banquet & Ball	\$10.00/person
Luncheon & Football game	\$2.50/adults
	\$1.50/children

The Branches



Montreal On a crisp November evening graduates were graciously received at an alumni branch meeting at the home of Paul, BSc(Ag)'48, and Nell Melnychyn, Hudson, PQ. A visitor from the greatest distance was Andre Dulude, BCom'69, Quebec City, who journeyed both ways through a persistent rain to share the evening's pleasantries with, among others, Dr. Bernie Adler, Alumni President and Mrs. Adler.



Ottawa The University of Ottawa Unicentre is becoming a popular meeting and eating spot for U of A graduates. At a branch meeting in November, Phil Patsula, BSc'58, presented a handsome silver wine cooler to Alex G. Markle, Alumni Executive Secretary, on the occasion of his 25th anniversary in office.



Toronto A packed hall greeted the U of A party on its arrival in Toronto for a final alumni branch meeting in November. Leading the welcoming party at the newly rejuvenated Royal York Hotel was Barbara Bassett, BA'50, Toronto branch president (with pennant). She is seen in company with Professor Lorne Leitch, Vice-President (Finance and Administration); Dr. Bernie Adler, Alumni President; Mrs. Adler; and Mrs. Leitch.



Red Deer Each year the Red Deer branch places awards with the best all round male and female students at the Red Deer College. Seen with the trophies at the traditional Bookworm Banquet and Ball are Dr. Bernie Adler (left), Alumni President; Mrs. Judy O'Brien, Red Deer Branch President; Mrs. Adler; and Richard O'Brien, BEd'63.

CUAA



Pictures have just now arrived highlighting the 1976 meeting of Canadian Universities Associated Alumni of Southern California. The word from Wiley Millyard, Consul and Senior Trade Commissioner and President of CUAA, is that a repeat is planned for 1977. Last year the guest of honor was Dr. Laurence Peter "who had been in bed with flu for the previous five days, [and] made a valiant effort to be present and drawing on both the Peter Principle and Peter Plan delivered a witty discourse lasting about 20 minutes, which captivated the entire assemblage." Seen with Dr. and Mrs. Peter (right) are President Harry Gunning and Mrs. Donna Gunning, BA'61.



An excellent buffet followed a brief round of introductions and speech making at the 1976 CUAA meeting at the University of Southern California. Seen enjoying the vittles and the company of the Canadian Consul, Wiley Millyard, is Dennis Nelson, BSc(Eng)'66 (left); Alex G. Markle, Alumni Executive Secretary; and Wilson Sterling (right), then U of A Alumni President.

Complimentary Year Books

A random selection of Evergreen & Gold year books is available for free pick up from the Alumni Office. This is a limited offering and alumni are urged to add one to their library collections.

Gifts in Limbo

There was considerable disappointment registered by the Golden Class of '26 last fall when it was determined that two class gifts to the Alma Mater had disappeared. One, a Winged Mercury, graced the Arts Building foyer for years. The other, a sundial north of the Arts Building told the sunlit hours for many moons. Anyone knowing their whereabouts is asked to please contact the Alumni Office.

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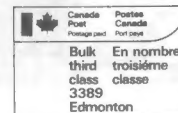
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